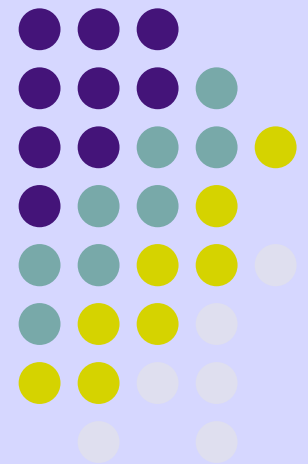


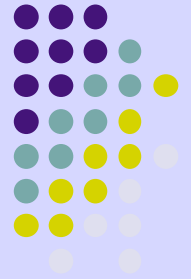
English-language Learners and the Common Core Standards

Diane August

Center for Applied Linguistics

Copyright © 2010 Center for Applied Linguistics





Acknowledgements

Jennifer O'Day

Managing Research
Scientist
American Institutes for
Research

Rod Ellis

Professor of Applied
Languages and Linguistics
University of Auckland

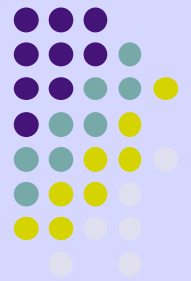
Guadalupe Valdes

Professor of Education
Stanford University

Margo Gottlieb

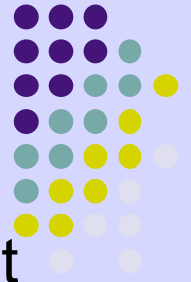
Lead Developer
World-Class Instructional
Design and Assessment
(WIDA) English language
proficiency standards

Why Common Core Standards for English-language Learners?



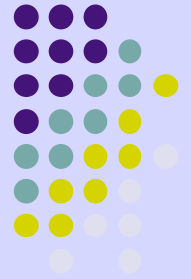
- Prior to standards-based reform, the focus of instruction for English language learners was on acquisition of English language proficiency, not grade-appropriate content area knowledge
- It is important to incorporate ELLs into a standards-based accountability system where there are content standards, aligned instruction and content area assessments
- The codification of this system in ESEA, along with disaggregated data and accountability for improving educational outcomes for all students has helped close the gap between ELLs and English proficient students (see next slide)

Why Common Core Standards for English-language Learners?



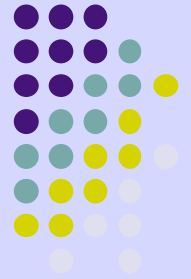
- Student achievement data from 50 states indicates that the gap between subgroups has narrowed in most states at the elementary, middle, and high school levels (Center for Education Policy, 2009)
 - Most often gaps narrowed because the achievement of lower-performing subgroups went up rather than because the achievement of higher-performing subjects went down
 - The Latino-White gap narrowed in 79% of instances analyzed; African-American gap narrowed in 77% of the instances analyzed

Why Common Core Standards for English-language Learners?



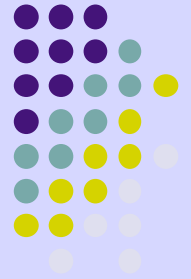
- However there still is a lot of work to do
 - Drop out rates remain high:
In 2005, the US high school dropout rate for Latino adolescents was 22.5% compared with much lower dropout rates for Asian (2.8%), White (6.0%), and African-American (10.8%) students
 - Rigor of state assessments are an ongoing issue:
At both the fourth and eighth grade levels nearly three quarters of ELLs (70%) score below basic in reading on the National Assessment of Educational Progress (NCES, 2007)

ELLs and Common Core Standards



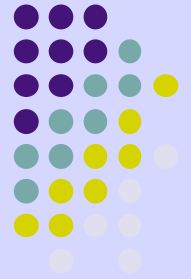
- Development of native-like proficiency in English takes many years and ELLs that start schooling in the US in later grades will need additional time to meet the standards
- ELLs will meet language arts standards according to their English proficiency levels and grade-by grade progress for these students in language arts needs to take this into consideration
- ELLs are a heterogeneous group and effectively educating these students requires diagnosing each student instructionally, adjusting instruction to meet their needs and strengths, and monitoring their progress

Students Who are College and Career Ready: Particularly Important Skills for ELLs



- They demonstrate Independence
 - Request clarification and ask relevant questions
 - Become self-directed learners, effectively seeking out and using resources to assist them
 - Resources include teachers, peers, print and digital reference materials
 - Other resources (not listed in the standards, but important) include first language knowledge and skills; strategies to use context to make sense of text

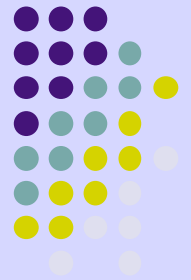
Students Who Are College and Career Ready: Particularly Important Skills for ELLs



- They respond to the varying demands of text
 - They set and adjust purpose for reading, writing, speaking, listening, language use as warranted by the task
- They come to understand other perspectives and cultures*
 - Communicate effectively with people of varied backgrounds
 - Read literature representative of a variety of cultures and world views

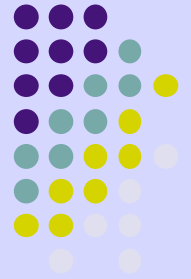
*skills particularly important for mainstream students also

Speaking and Listening Standards: Particularly Important Skills for ELLs



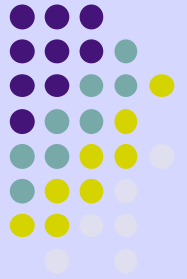
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively
 - L2 acquisition occurs through meaningful interactions with native L2 speakers
 - However, there is considerable ongoing residential and school segregation by race, ethnicity, and income
- Ask and answer questions in order to seek help, get information, or clarify if something is not understood

Language Standards: Particularly Important Skills for ELLs

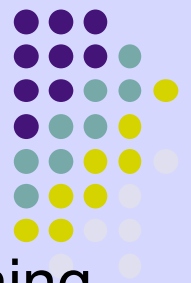


- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning and style, and to comprehend more fully when reading or listening
 - Knowledge of language should include
 - Pragmatic knowledge--knowledge of language use in context (status/purpose of speaker, genre structures)
 - Linguistic knowledge--knowledge of the functional demands of writing and speaking (e.g., formulate questions, compare/contrast, summarize, draw conclusions)
- Recognize variations from standard English in their own and others' writing and speaking and identify and use strategies to improve expression in conventional language

ELLs and Common Core Standards



- Back-mapping related to the standards
 - For each standard and for each ELP level
 - Define ELL challenges and strengths
 - Describe methods and materials that will help ELLs meet the standard
 - Develop methods to reliably and validly assess ELLs knowledge and skills



Example

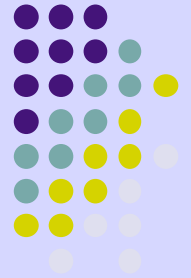
- Determine the meaning of unknown and multiple meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies
 - Expose ELLs to grade 3 reading and content
 - Support, differentiated by level of proficiency
 - Scaffolding to help ELLs understand the meaning of passage
 - Strategy instruction in
 - Using context
 - Using resources (e.g. teachers, peers, resources)
 - Using first language knowledge

Example



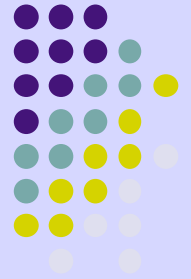
- Demonstrate command of conventions of standard English grammar and usage when writing or speaking
 - ELLs will be able to do this in natural speech and writing only at their developmental level of English proficiency
 - Support
 - Explicit instruction in grammatical forms in the context of meaningful communication
 - Opportunities for ongoing communication with L2 speakers
 - Instruction in self-monitoring

Ensuring that Educational Systems Meet the Needs of ELLs



- Additional time, appropriate instructional support, and aligned assessments
- Teachers and personnel at the school and district levels well prepared and qualified to support ELLs and take advantage of the strengths and skills they bring to the classroom
- Coursework that prepares ELLs for postsecondary education or the workplace yet that is made comprehensible for students learning content in a second language through specific pedagogical techniques and additional resources

Ensuring that Educational Systems Meet the Needs of ELLs



- Instruction that develops foundational skills in English that enable ELLs to participate fully in grade-level coursework (back-mapping)
- Well-designed opportunities for classroom discourse and interaction to enable ELLs to develop communicative strengths in language arts
- Speakers of English who know the language well enough to provide the ELLs with models and support
- Ongoing assessment and feedback to guide learning.

Questions and Discussion

